

**EFL STUDENTS' DEMOTIVATION FACTORS IN LEARNING ENGLISH
IN PESANTREN CONTEXT**

THESIS



by:

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201910560211004

**MASTERS IN ENGLISH LANGUAGE EDUCATION
DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
July 2021**

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In Partial Fulfilment of the Requirement for Master's
Degree of English Education



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Master Degree of English Education
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Hereby, declare that:

1. The thesis entitled **EFL STUDENTS' DEMOTIVATION FACTORS IN LEARNING ENGLISH IN PESANTREN CONTEXT** is my original work and contains no one's specific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other idea or citation except those which have been quoted and mentioned in the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing my procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 8 July 2021

The Writer,



MULYANTI SUHARTINAH

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Alhamdulillahirabbil'amin. All praise be to Allah for His innumerable blessing which enables me to finish this thesis. I eventually did it.

The aim of this study is to find the factors that demotivate the EFL students in learning English and to investigate the causes of students' demotivation in learning English in pesantren. This study could give references for further studies to prove the teaching and learning in pesantren context.

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For future researchers, these research results are expected to provide some bases or consideration when they want to conduct similar research. Hopefully, this research could also provide decent resources for future researchers.

The writer

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EFL STUDENTS' DEMOTIVATION FACTORS IN LEARNING ENGLISH IN PESANTREN CONTEXT

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ABSTRACT

The aim of this study is to find the factors that demotivate the EFL students in learning English and to investigate the causes of students' demotivation in learning English in pesantren context. This research is applied by using a qualitative approach, specifically case study, and the data analysis is done by descriptive qualitative. The participants were six students who stayed in 3rd grade of senior high school (*madrasah aliyah*). Furthermore, the researcher used focus group discussion and in-depth interview to gather the data. The findings of the research found that there were six factors demotivating students in learning English in pesantren context namely students' low interest, less competent teacher, less supportive environment, less adequate facilities, students' anxiety, and students' boredom. While the causes of demotivation factors were teachers' apathy upon students' understanding, giving harsh criticism, teaching methods, course content, unsupportive teaching equipment use, friend factor, school facilities, large class size, no library, no English sources, feeling stress or frustration, grammar-based teaching, insufficient explanation on certain issues, and no desire to study.

Keywords: demotivation, case study

EFL STUDENTS' DEMOTIVATION FACTORS IN LEARNING ENGLISH IN PESANTREN CONTEXT

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ABSTRAK

Tujuan penelitian ini adalah untuk menemukan faktor-faktor yang mendemotivasi siswa dalam belajar Bahasa Inggris di pesantren dan meneliti penyebab dari faktor yang mendemotivasi siswa. Penelitian ini menggunakan pendekatan kualitatif, berfokus terhadap studi kasus, dan analisis data selesai dengan deskripsi kualitatif. Peserta penelitian terdiri dari enam siswa yang duduk di bangku kelas tiga sekolah menengah atas (madrasah aliyah). Selain itu, penelitian ini menggunakan fokus grup diskusi dan wawancara untuk mengumpulkan data. Hasil yang ditemukan dalam penelitian ini adalah rendahnya minat siswa, guru yang kurang berkompeten, lingkungan yang kurang mendukung, fasilitas yang kurang memadai, kekhawatiran siswa dan kebosanan siswa. Sedangkan untuk penyebab dari dampak di atas adalah guru yang kurang peduli kepada siswa, guru memberikan kritik keras, cara mengajar, materi yang diberikan, alat dan bahan mengajar, faktor teman, fasilitas sekolah, jumlah siswa yang terlalu banyak dalam satu kelas, tidak ada perpustakaan, kurangnya referensi berbahasa Inggris, merasa tertekan dan frustrasi, berfokus pada penyampaian grammar, kurang penjelasan terhadap isu-isu baru, kurangnya keinginan untuk belajar.

Kata kunci: demotivasi, studi kasus

INTRODUCTION

This chapter presents the study's background, including previous studies, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

Background of the Study

Factors of students' demotivation in learning English have become interesting topics to explore in English language teaching field. English language learning is the key to current framework due to the fact that English has come out as the lingua franca in the world. For better English learning, in order to evolve a positive attitude towards English language learning absolutely there is a necessity for learners. In this regard, to further improve the learning of the target language numerous researchers have investigated the factors of motivation.

On the contrary, demotivation in language learning can be one of crucial phenomena to investigate. This research, therefore, focuses on the investigation of students' demotivation in learning English as a foreign language (EFL) in Islamic Boarding School or *Pesantren*. According to Alhadi and Saputra (2017), motivation is closely interlinked to learning process. In this case, it affects the teaching and learning process of each student. Demotivation is supposed proportionately newer in the context of second and/or foreign language learning than that of in motivation. Some researchers have found that motivation differs from demotivation causing some negative impacts on learning process.

A study conducted revealed that course content and teaching material emerged as the more salient demotivating factor (Ali & Pathan, 2017). On the other hand, instrumental motivation emerged as the most influential source motivation among students. The other study found that there were eight factors which caused students' demotivation in attending bilingual class, such as lack of language ability,

language experience, factor of lecturers, task factor, lack of interest, environment factor, friend factor and facilities (Mufliah, 2019).

Based on the previous study above, the current study is intended to find some factors that demotivate students to learn English in *Pesantren* (Islamic boarding school). In *Pesantren*, the teaching methods are commonly quite old-fashioned which cannot raise students' motivation to follow the class; many of which are still teacher-centered, like lecturing (preaching a lot), less creativity in the activities, and so forth. As the consequence, students feel so fed up to learn English and tend to show a feeling of objection.

The urgency of this current study in EFL classroom context is that students might seem anxious and unmotivated to study a foreign language. Based on the researcher preliminary observation, it was found that students felt demotivated in learning English in the classroom for some reasons. Due to the fact that *Pesantren* has some ways and programs to help their students study a foreign language, it affects students to achieve better performance in learning the language. Besides, there are some solutions that can help students study English easily. Hence, this study focuses not only on finding the learning demotivation of the students, but also the possible solutions that can be offered to the students' demotivation problems.

Statement of The Problem

Based on the research background above, the researcher would like to concern on finding the answer to the following questions:

1. What factors demotivate students in learning English?
2. What are the causes of students' demotivation in learning English in *Pesantren*?

Purpose of The Study

Based on the problems above, this study is conducted to get the answers of the research questions. The purposes of the study are:

1. To find the factors that demotivate the EFL students in learning English;
2. To investigate the causes of students' demotivation in learning English in Pesantren;

Significance of the Study

Practically, for lecturers and teachers, the results of this study are expected to give information about the kinds of students' demotivation and the factors that demotivate students in learning English in the context of Pesantren, especially in attending English teaching and learning. Nowadays, there are a lot of *Pesantrens* in Indonesia which are not capable of providing good language learning service in their school because of lack of knowledge and some barriers in the path to learn English (Afshari, 2019).

Theoretically, the result of this study is intended to give contribution to the next researchers who are interested in carrying out similar research with related topics. It is also aimed at minimizing students' demotivation that later may improve the quality of the learning process.

Scope and Limitation of the Study

The scope of this study focuses on finding the demotivation factors of students in learning English in one of the *Pesantrens* in East Java which is pesantren Manba'ul Hikam. Besides, the limitation of this study are students who stayed in senior high school of Pesantren Manba'ul Hikam. The limitation is only focused on the six students from third grade of senior high school. Hence, researcher focuses on specific students in the third grade, later it offers a specific 'biased' or 'information-rich' perspective to find deep demotivation factors on EFL students (Patton, 2002).

Definition of Key Terms

To clarify the terms used in this study, the writer gives some definitions of the key terms related to demotivation and *Pesantrens*.

Muhenon, mentions that demotivation is an issue which has been the focus of attention in the area of second language learning and teaching (Ali & Pathan, 2017). Demotivation can be considered as the negative counterpart of motivation; those who are demotivated will lose their interest for some reasons (Meshkat and Hassani, 2011). Moreover, that demotivation does not mean thorough loss of motivation (Dornyei & Ushioda, 2011). Instead, it refers to a strong negative factor that limits the present motivation whilst the other positive motives still remain activated. In line with the aforementioned statements, demotivation is defined as a problem faced by students in language learning, this problem is correlated with students' feeling unmotivated to study a certain subject.

Pesantren is not a center of radicalism but a source of anti-radicalism in the efforts to establish peace and harmony in the world (Lukens-Bull, 2008). The word 'pesantren' comes from Tamil language which means "Islamic trainer of Qur'an Recitation". *Pesantren* is the center for Islamic probation and for Islamic development in Indonesia, it is the mature Islamic Institution which has become the strongest Islamic institution in the world (Fahrudin, 2012). The word 'pesantren' also comes from Indian language *Shastri* originally from *Shastra* which means 'sacred books, books on religion, or books on knowledge'. Beyond Java Island, this word refers to *surau* (in West Sumatra), *dayah* (in Aceh), and *pondokin* in some other areas (Ensiklopedi Islam Jil. , 1994: 99 - 105). To conclude, *Pesantren* can be defined as a place in which students can study some aspects besides religion, e.g. language, culture, thoughts, and attitudes. *Pesantren* does not provide one-way learning, but various ways of learning instead in the preparation of quality young generation.

REVIEW OF RELATED LITERATURE

This chapter presents the literature review, which consists of the learning English in pesantren, demotivation and motivation, factors which motivate students in learning English, and factors which demotivate students in learning English.

The Learning English in Pesantren

The factor of specific socio-cultural background amongst students in the context of *Pesantren* makes them highly demotivated. Moreover, English in this *Pesantren* is not the main thing to achieve in spite of the massive development of Pesantren Modern or International Islamic Boarding School. However, English is not merely the language subject to study in *Pesantren*. This idea is supported by Fahrudin (2012) averring that the development of English Language Teaching (ELT) in *Pesantrens* need a good management for global *Pesantren* improvement in the upcoming epoch cultural conflicts between English equipped with Western values and *Pesantrens* with their uniqueness. *Kiais* as the capacity in *Pesantrens* are so foundational based on the language organization and policies. English is full of western cultures; *Pesantrens*, on the other hand, are loaded with the religious values basically grounded by Islamic perspectives. Therefore, English *Pesantren* in Indonesia, with numerous procedures and approaches, taught from grammar translation method to communicative language teaching (CLT), or from teacher centered approach to learner centered. Hence, English Language Teaching (ELT) has spreaded to many scopes and sectors.

This kind of contradiction, therefore, leads to cultural, political and ideological conflicts. *Pesantren* face dilemmatic situations nowadays, because the stake holders of teaching in *Pesantren* institution influenced by western values and *Pesantren* considerations. In this case, there is some questions: “Should the teachers fully teach English on the basis of inner circle or core perspective (British English or American English)? Should they do the teaching accordance with *Pesantrens*’

consideration? Or should they do this by mixing the values of western and *Pesantrens*?" In Fahrudin (2012), Pennycook (2007) also writes that *Pesantren* is in connection with transcultural flows which is accepted in periphery or expanding circle countries. This means that the local content of learner is also included for ELT in *Pesantren* context. After all, acceptable possibly for internal communications can be these new versions of English.

Fahrudin (2012) states in his study that *Pesantrens* are the strongest Islamic institutions, the centres for Islamic propagation and for Islamic development in Indonesia. The teaching purpose in *Pesantrens* is not only to give lessons to the students (*santri*), but also to improve morality, train and encourage the *santri* to live in a modest way, to appreciate humanity values, and to help them practice good deeds (Qomar, 2005;20).

Moreover, learning English in *Pesantren* must be dependent on the Islamic materials. It is supported by Fahrudin (2012) stating that to harmonize these conflicting values for the purpose of betterment for the institutions in *Pesantren* institutions, *Kiais*, *Ustadzs*, *Santris* and their *Alumni* are the main cores. They select the Islamic perspective to be applied in teaching materials, teaching techniques, and other classroom activities. All content in *Pesantrens* have to be in Islamic perspectives, it should be counterproductive in the vein of Islamic values. The *ustadzs* teaching English subject will also insert some certain expressions which do not exist in English culture. Another way is that the *ustadzs* try to compare English cultures with those more Islamic, which means that this kind of practice leads to learning and understanding the other culture. The English Language Teaching in *pesantrens* should be selectively built and developed according to the *pesantrens*' perspectives.

Nowadays, some *Pesantren* offer various programs in learning foreign languages, including English. There are bilingual schools that require their students to learn more than one language. When people are able to literate the development of information and technology, absolutely it means they master the international language (Muflihah, 2019). Hence, *Pesantren* can be one of the fabulous places to learn a new language. Demotivation issue has been massive in the English language teaching

context, also many learners in school, universities and language centers are losing their motivation to learn English (Dornyei & Ushioda, 2011).

Al Khairy (2013) mentions that language learning motivation has been a serious research concern for several decades, but a study on demotivation in language learning has been relatively a new discipline. He also adds up that demotivation is a result of not only the external factors such as learning environment and teacher, but also of the internal ones such as self-confidence and negative attitudes towards English.

In Indonesian context, especially *Pesantren*, learning English has been a common practice. *Pesantren* provides facilities and supports students and teachers to have a high-quality English learning. The high number of language schools nationwide is a primary indicator to see people's prevalent tendency to learn international languages for different purposes (Fathi et al., 2019).

Demotivation and Motivation

Motivation infuses reasons and motives among second language (L2) learners to sustain their interest in L2 learning and paves a way for them to yield positive outcomes in achieving the desired results by developing reasonable skills in the target language (Dornyei & Ushioda, 2011). Al Khairy (2013) denotes that motivation is a crucial requirement in the language learning considering its significant role for successful and effective ELT.

The conceptual framework related to demotivating factors has shown that there were two categories causing demotivation, i.e. external and internal factors. A study carried out by Krishnan and Pathan (2013) attempts to match the framework of and their findings indicate that there are external factors that cause demotivation such as classroom environment, course content and teaching materials, grammar-based teaching, teaching behavior, low test scores and new factors (Sakai & Kikuchi, 2006). Meanwhile, the internal factor lies upon lack of self-confidence

The essence of demotivation in language learning is derived from the meaning of motivation. Students feel demotivated when they tend to perform better in learning process. In accordance with that, learning itself has a strong relationship with motivation in which it can affect not only the performance skills but also the strategies and behavior of the students. Moreover, having a higher achievement makes them more motivated than before. Absolutely, students who feel motivated will be eager and willing to get involved in the learning process and to struggle harder on working and completing the given tasks. Conversely, demotivation will affect learner in the way that students will be reluctant to participate in the learning process. Shortly speaking, motivation differs from demotivation as the latter causes negative impacts on students, making them less interested in the learning. A study conducted indicated eight main factors causing students' demotivation in attending bilingual class, namely lack of language ability, low interest, language experience, lecturers, friends, facilities, environment, and assignments (Muflihah, 2019). Meanwhile, lack of language ability has become the most dominant factor of demotivation.

Demotivation eventually results in negative impacts on the learning, it brings about negative influences as it reduces and speeds off the learning process amongst the learners. In order to achieve some purposes in learning, demotivation are responsible for arranging ongoing actions which is related to some particular external forces (Ali & Pathan, 2017). Demotivated students in his investigation seemed to have very low self-esteem (Dornyei & Ushioda, 2011). This blatantly indicated that they needed to have extra attention and praise for what they were good at and what they could do. Conversely, insufficient attention and praise toward them would have caused loss of motivation in learning. In short, the essential meaning of demotivation refers to numerous negative influences which potentially remove existing motivation. In addition, demotivated learners are those who are once motivated but have lost their interests in something for several reasons (Dornyei & Ushioda, 2011).

The Factors Which Motivate Students in Learning English

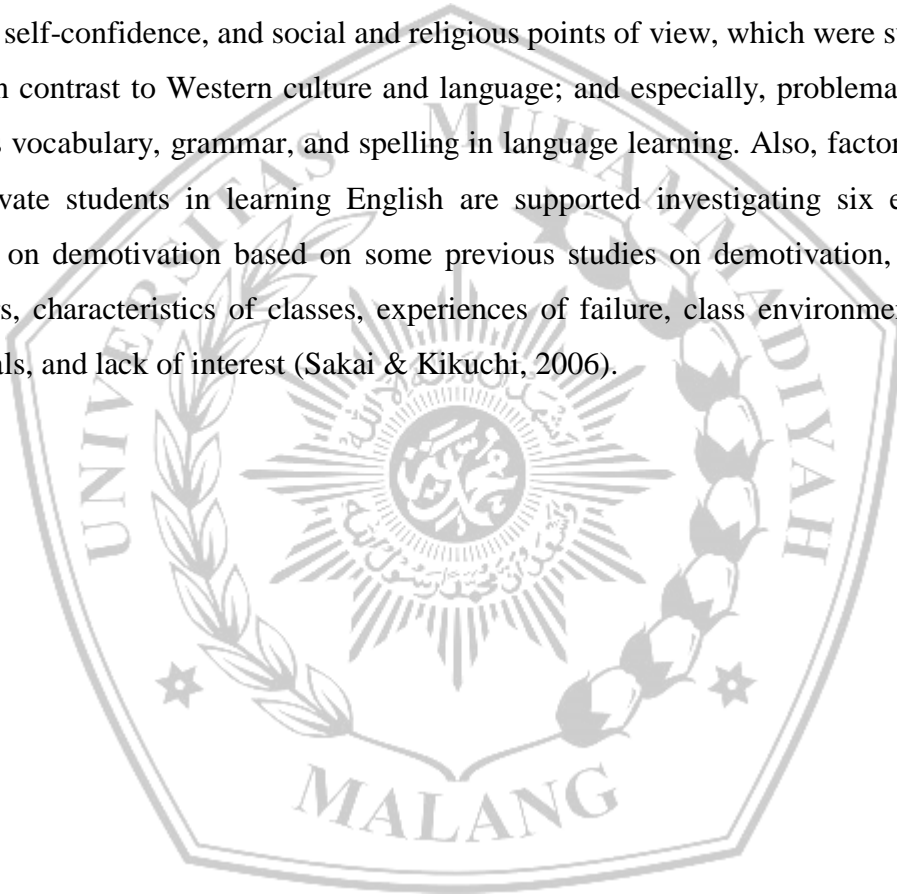
In another study, motivation involved several components such as variety on the language, learning environment, and students' level (Dornyei & Ushioda, 2011). He also emphasized the significance of motivation in ELT and stated that motivation is one of the foremost factors in determining of language achievements. Some motivational factors have been concluded to have positive overbearing, demotivating factors are, contrarily, preventing the learning process and leading to the possibility of English proficiency failure (Hu, 2011; Schiefele, 2017; Yan, 2009).

Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to some extents, influence their learning results (Wimolmas, 2013). Hence, factors which motivate students in learning English can be based on their own motivation in English class. In fact, the factors are derived from some aspects. Not only motivation does play role as the main factor in learning English, but there will be external factors as well to cause. The internal factors are supported by the theory explicating that motivation is an internal driver that pushes and drives somebody to do and achieve something (Al-Ta, 2018).

The Factors Which Demotivate Students in Learning English

One of the main demotivating factors happens to students because of teachers. that students somehow felt highly demotivated because of some reasons, namely teachers' unclear instruction to students, teachers' apathy upon students' understanding, unsupportive teaching equipment use, insufficient explanation on certain issues, giving harsh criticisms to students, shouting when students still get lost, and use of outdated teaching materials (Dornyei & Ushioda, 2011). In addition, it is also reported by Arai (2004) and Hasegawa (2004), as cited in Keita Kikuchi, that studies about demotivation in Japanese context emphasized at teacher's behavior have shown that teachers often discourage students from learning English. Also, the findings are also referred to some other factors, i.e. teacher's communication, styles

and personalities, teaching methods or language proficiencies, static class, inappropriateness between students' levels and materials given, the inconducive atmosphere of the class, and very passive students in the class. A study conducted who investigated UAE secondary school students' motivation and demotivation towards learning English found that the students were both intrinsically and extrinsically motivated (Qashoa, 2006). From the demotivational factors viewpoint, the findings stated that UAE secondary students felt demotivated due to many different aspects, such as textbooks, peer pressure, teachers' characteristics, teaching methods, lack of self-confidence, and social and religious points of view, which were supposed to be in contrast to Western culture and language; and especially, problematic parts such as vocabulary, grammar, and spelling in language learning. Also, factors which demotivate students in learning English are supported investigating six effective factors on demotivation based on some previous studies on demotivation, such as teachers, characteristics of classes, experiences of failure, class environment, class materials, and lack of interest (Sakai & Kikuchi, 2006).



RESEARCH METHOD

This chapter presents the research design, research setting and participants, instruments which consist of focus group discussion and in-depth interview, data collection procedures, data analysis, and trustworthiness.

Design of the Study

Research design is needed in order to collect the data and to answer the research problems. The approach of the current research was qualitative. Qualitative research is an approach to explore and understand the meaning of individuals or groups ascribed to a social human problem (Creswell & Creswell, 2017). This definition is supported by Yin (2011) who argues that qualitative research involves studying the meaning of people's lives, under real-world conditions. In a similar vein, note that one of the qualitative designs is a case study (Ary et al., 2010). A case study by definition is a part of ethnographic studies focused on a single unit, namely one group, one organization, one program or one individual. The practices of qualitative research are often described as being flexible, iterative, naturalistic, and as resulting in thick descriptions that are reflexive about the ways in which research data are constructed (Gibson & Brown, 2009)

The researcher focused on a case study in order to answer the research questions. A 'case' can be drawn as a social action related to human beings, associations, and settings in which every human might have a specific 'case' in their life (Heigham & Croker, 2009). This means that the point of the case study refers to how the human beings solve their problems based on the cases without finding any ways to cope with the problems.

Case study design used to find out students' demotivation factors in learning English, particularly in the context of Islamic boarding school or *Pesantren*. Moreover, in English classes, students in *Pesantren* were found relatively anxious and demotivated in learning English. In such a case, the researcher would like to

investigate some possible factors that caused the Islamic boarding school students, especially in Manba'ul Hikam Islamic Boarding School, demotivated in learning English. This became a special case happening in the *Pesantren*. Commonly speaking, the 'Santri' were those who are highly motivated in learning many things. It may help the boarding school evaluate its programs for English learning service and to determine whether the programs run really well or not.

Research Setting and Research Participants

This study conducted in one of the Islamic boarding schools in a suburban area of Sidoarjo, Manba'ul Hikam Islamic Boarding School. It almost has a thousand of students from different provinces across Indonesia. In the school, Madrasah Diniyah, as non-academic class program, is run for two hours, starting from 8 a.m. to 10 a.m. Next, Madrasah Tsanawiyah and Aliyah, as the academic class programs, began from 12:45 p.m. to 5 p.m. Thus, it is the factor of time which alleged to negatively affect the students' level of concentration during the learning session. Students are usually found sleepy and less focused on their study after lunch. On the other hand, this *pesantren* pays less attention to English learning compared to Arabic.

The participants of this study were six students of senior high school (*madrasah aliyah*) who stayed in third grade. The participants selected through purposive sampling technique. Purposive sampling technique is defined as a judgmental sampling since through this method, the sample elements are judged to be typical or representative and then chosen from the population (Ary et al., 2010).

Research Instrument

Human instrument used to carry out focus group discussion, and to distribute in-depth interview. In other words, it was the researcher herself who acts as the instrument for the current research.

Focus Group Discussion

As the first instrument to collect the data, the researcher administered focus group discussion to find out the demotivation factors of the students in Manba'ul Hikam when learning English. From the FGD, the researcher expected that students stated the reasons why they feel demotivated in English classes. According to Mishra (2016), focus group discussion (FGD) is a good way to gather people from similar backgrounds or experiences to discuss a specific topic of interest. Therefore, the group of participants is guided by a moderator (or group facilitator) who introduces the topics for discussion and helps the group participate in a lively and natural discussion amongst them. The participants were one student from each class of both senior and junior high school who have a low score and several numbers of absences. There were twelve classes in senior high school and sixteen classes in junior high school. To choose the FGD participants, the researcher checked out their scores and presence from the attendance list and ask to the homeroom teachers.

In-Depth Interview

As the last instrument, the researcher applied in-depth interview as the instrument to collect the data related to the students' demotivation factors. In-depth interview is a technique to elicit a vivid picture of the participant's perspective on the research topic (Mack, 2005). Hence, in-depth interview is more suitable to find out the students' demotivation factors more deeply. In-depth interview gave to the students from both senior and junior high schools who have low, middle, and high scores from six students since the focus of this study is finding the students' demotivation factors.

Table 1. Research Matric

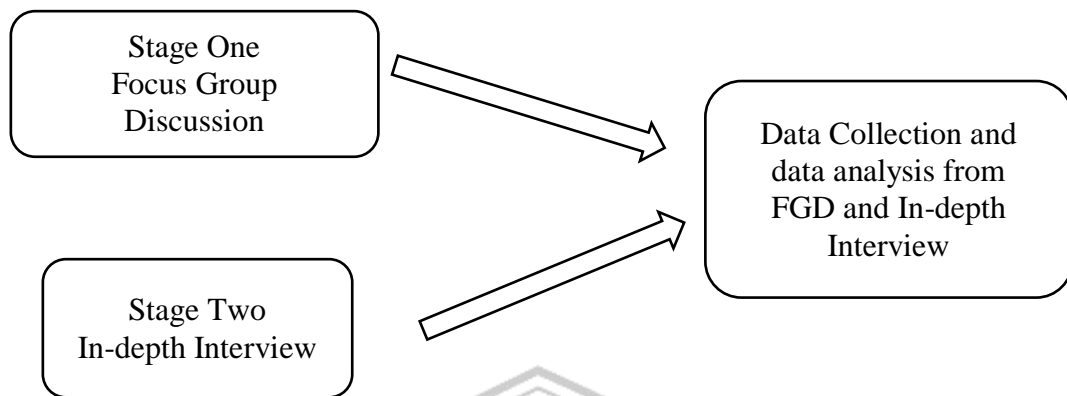
Research Problem	Research Data	Instrument	Subject
1. What factors demotivate students in	The data are about factors that demotivate the	Researcher (Human Instrument)	

learning English?	EFL students in learning English.	equipped with senses of hearing and interpreting the data using tape recorder.	Students
2. What are the causes of students' demotivation in learning English in Pesantren Manba'ul Hikam?	The data are about students' statements related to demotivation factors in learning English.	(I used interview guide will lead to systematically)	

Data Collection Procedures

In collecting the data, the researcher used purposive sampling. Data collection is crucial in a research, as the data are meant to contribute to a better understanding of a theoretical framework. The purposive sampling technique, also called judgment sampling, is a deliberate choice of a participant due to the qualities that the participant possesses. It is a non-random technique that does not need underlying theories or a set number of participants. Simply put, the researcher decided what needs to be known and set out to find out people who were eligible to the purpose of this study and were willing to provide the information by virtue of knowledge or experience.

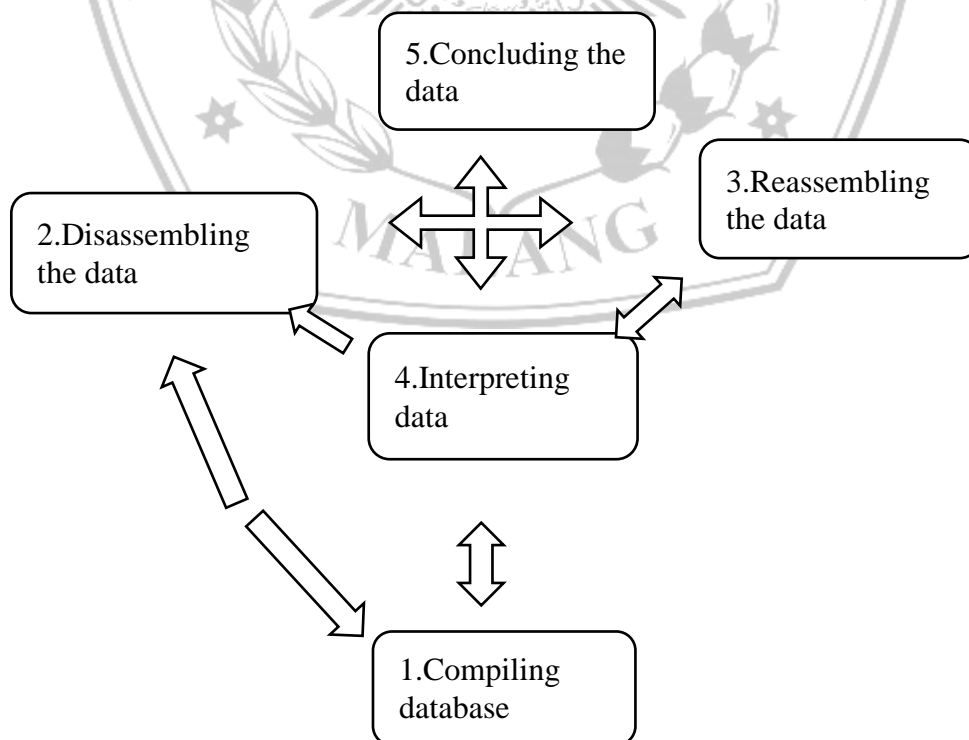
Figure 1. Data Collection Procedure



Data Analysis

The analysis of qualitative data usually drew through five phases, namely compiling the data into a formal database, disassembling the data in the database by involving a formal coding procedure, reassembling the data, interpreting the data and concluding the data (Yin, 2011).

Figure 2. Data Analysis



For the sake of clarity, those five phases explored followingly:

1. Compiling

The analysis from the fieldwork on the data collection began by compiling and sorting the field notes. The first phase—Compiling—therefore means putting them in some orders. The completed compilation might be considered as a database. Hence, the researcher compiled the database first based on the observation, FGD, and questionnaire.

2. Disassembling

As a part of a trial-and-error process of testing codes, the disassembling procedure might be duplicated many times, accounting for the two-way arrow between these first two phases. The procedure might (though not exclusively) be accompanied by assigning new stamps, or “codes,” to the particles or sections. This kind of coding the data is shown in advance in the discussion.

3. Reassembling

The second phase in order to restructure the deconstruct particles or sections into different groupings and sequences that might have been set up in the original notes was then followed by using substantive themes (or even codes or clusters of codes). The reshuffle and reunify might be facilitated by depicting the data through graphs or by arraying them in the forms of lists and other tables.

4. Interpreting

The fourth phase involved using the reassembled material to create a new narrative, with assistive and relevant tables and graphics that will become the key analytic portion to the draft manuscript.

5. Concluding

It called for pulling out the final concluding remarks from the entire research. As well as to all of the other phases in the cycle such culminations related to the interpretation made in the fourth phase.

Trustworthiness

The trustworthiness of this research addressed in two ways as initially proposed (Ary et al., 2018):

1. Credibility or truth value involved how well the researcher has established confidence in the findings based on the research design, participants, and context. The researcher had an obligation to represent the realities of the research participants as accurately as possible and provided assurances in the report that this obligation was met. In this case, the researcher will accurately represent the research findings about the factors that demotivate students in learning English.
2. Transferability referred to the degree to which the findings of a qualitative research can be applied or generalized upon other contexts or other groups. The researcher only selected one *pesantren* (Islamic Boarding School) located on a suburb area in Sidoarjo. At last, it is expected that the current research be generalizable upon the other Islamic Boarding Schools that are found to have similar characteristics and cases as that of in the selected *pesantren*, Manbaul Hikam.

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion on EFL students' demotivation factors in learning English in Pesantren Manba'ul Hikam. The first section presents the data findings, while the second is focused on the discussion as it demonstrates the answers of the research problems.

Findings

The findings are parallel with the research problems stated in the first chapter. In the current study, the researcher attempted to include as many as eight twelfth graders for the interview and focused group discussion sessions. The results of the interview and focus group discussion included: (1) factors that potentially demotivated the EFL students in learning English in Pesantren Manba'ul Hikam; and (2) causes of demotivation that hindering the EFL students in learning English in pesantren Manba'ul Hikam).

1. Potential factors demotivating the EFL students in learning English in Pesantren Manba'ul Hikam

There were found some factors that demotivated the students in learning English in the context of pesantren manba'ul Hikam. All of the factors are included in the table below:

Table 2. Factors of Demotivation

No.	Factors Demotivating Students
1.	Students Low Interest
2.	Less Competent Teacher
3.	Less Supportive Environment
4.	Less Adequate Facilities
5.	Students' Anxiety

6. Students' Boredom

Based on the table 1, there were several factors that led to demotivation in learning English in Pesantren Manba'ul Hikam. In this research, the researcher elaborates the factors as the followings.

2. Students Low Interest

The researcher had found the students low interest as a factor that could demotivate the EFL students in learning English in Pesantren Manba'ul Hikam. In fact, the background of the Pesantren students was so majorly centralized at Islamic learning that English did not really receive much attention as a priority, depicted by the following excerpt of the interview with R2, R3, and R4; all of whom gave similar answers.

I dislike English (*R2, R3, and R4*).

Some students reported their interest in learning English through the FGD sessions, such as:

R5: I think English instructions here, in Mahika, were quite tedious, especially the teaching methods. I was learning from the same learning sources on and on, using the LKS and whiteboard, which was so boring.

The idea expressed by R5 indicates that the English instructions conducted by the teacher was so less creative and innovative that the students felt disinterested in English. In other words, lack of supports, especially teaching media, also made the students feel bored.

R3: When the teacher was explaining the lesson, she only used one single teaching media and spoke English without switching to Bahasa Indonesia. Most of the students did not understand well. Many were confused and unhappy to learn English.

This kind of situation was getting worse when the teacher spoke English much more dominantly without switching to Bahasa Indonesia. Thus, those who were not able to speak English and needed deep understanding would be confused so bad and unhappy to learn English anymore.

R4: Because many students did not understand well about what the teacher said, the students here, therefore, used to think that English was just for the need of formality.

According to the excerpts above, it was very obvious that the students did not really understand about English for they had been less interested in it. More, the students considered English as formality. In other words, they were to take the lesson just in the interest of getting a score and passing the grade, not acquiring the language, instead.

3. Less Competent Teacher

When the teacher really played one of the main roles she was supposed to do, whether through reinforcement or punishment, the students' English learning could be affected positively.

I like the teacher. But, I do not like the way she teaches us using patterns as always. Like, today is simple present, tomorrow will be simple future, and yesterday was simple past. It seems like grammar is always there haunting us without any improvement (*R1 in interview results*).

Mostly, Mahika teachers occupied grammar translation method for English instructions. As we know, English is so vast and has many things to do for exploration. Until recently, they only counted on the old-fashioned method.

Firstly, the teacher does not have any good teaching methods, especially when explaining the English material in the class.

Secondly, the teacher makes us feel down to study, whilst our friends never become that supportive (*R2 in interview results*).

In addition, the English teachers in Mahika were less creative in running the teaching. Consequently, the class felt so boring, less communicative, and stagnant. Sure would the students be demotivated in learning English.

In FGD session, other students said that the use of English frequently made them misunderstand the lesson so bad.

R2: 50:50. I like the way she teaches us when her explanation is clear enough. But, I really hate the overuse of English when she explained important points. It makes us feel hard to understand and feel lazy, then.

Grammar-translation method was shown to demotivate the students in the English class. Based on the students' experiences in the English class, the teaching method used by the English teacher in Pesantren Manba'ul Hikam was less varied. Consequently, the students were found demotivated to continue learning English.

Not at all. I totally do not like the way she taught us. It was monotonous, counting on only one single method without any mix of new teaching styles (*R1*).

The absence of teaching style variations shown by the teacher made the students get demotivated in learning English. The teacher, more, was only focused on using the same style on and on, and less willing to make any improvement

No. I never understand it well, especially the language used by the teacher, mostly in English (*R2*).

The same thing happened as the teacher showed the tendency to speak English continually during the instructions without considering the students' capacity and understanding.

If it is related to the teaching method, I think the teaching method is not really good (*R3*).

The teaching styles with a touch of creativity and variations were needed by the students of Mahika, obviously. They assumed that something new in the teaching of English could help them learn English well.

According to the findings above, the students seemed demotivated because the method used by the teacher was less varied. The teacher also contributed to the rise of demotivation amidst the students of Manba'ul Hikam in learning English.

4. Less Supportive Environments

Most of the students in pesantren manba'ul hikam were feeling shamed as their friends would mock them because of their negative social interaction, one to another. The following shows the results in FGD sessions:

R4: We are lacking of interaction skills. So, we feel shy and do not have any improvements. We are afraid that our friends will make jokes on us.

The surroundings set in the Pesantren and school were found not fully supporting the students in learning English. As a matter of the fact, they felt demotivated as they were afraid of being shamed in front of their friends.

R1: Somehow, the teacher only cares about the students who have high proficiency and a little bit cares about those with low proficiency. That's why we feel demotivated to continue learning English.

R1 had clearly states that some of teachers cared more about those with high proficiency than those with average one. Therefore, the average would get hard to level up the high in terms of the proficiency.

Class environments, therefore, were part of external factors that contributed to the students' demotivation. Their surroundings were not sufficiently supportive in helping them succeed their learning English.

5. Students' Anxiety

The teacher as the main role model did not perfectly support the students to learn English satisfactorily. When a teacher could not negotiate with the students during the class, surely were the students feeling stressed and frustrated because this is naturally related to the intrinsic reinforcements.

I feel stressed whenever I join English class (*R1*).

This result was the part of internal factors to influence the English learning. This kind of demotivation did not always happen to all students, only some of which showing higher level of demotivation.

6. Students' Boredom

The researcher found that some students mentioned uninteresting sources and teaching media as the things that hindered their English learning process. The school did not facilitate any language laboratories or supported books to learn English easily. In line with that, students feel bored.

White board and board marker (*R1*).

The teaching media used by English teachers in Mahika were lacking of variations, not supportive to the students' spirit of learning so that they felt helpless in learning English.

Only using white board and board marker (*R2*).

White board, board marker and handbook, which were not interesting at all (*R3*).

Traditional media used by teacher made the students demotivated to learn English. Also, there were not any supporting media provided by the institution to help the teacher improve her teaching style.

The researcher found that students in pesantren manba'ul hikam sometimes were quite interested in learning English. Nevertheless, their main purposes in taking the education in the boarding school were beyond for the sake of learning English. Thus, English for them was not the top of priority as depicted in the following excerpt.

My purpose here is to study religion. So, from the very first time I attended English course, I have been feeling demotivated (*R4 in interview results*).

It was quite shocking when Non-English teachers attempted to doctrinized the pesantren students to only learn about religious matters. Since the first time they were there, in Mahika, the students, therefore, were not quite enthusiastic to learn English. Other students also shared their purposes why they were not wholeheartedly willing to learn English during the FGD session as follow.

R1: Mahika is actually a traditional Pesantren. Some informal teachers or non-English teachers said that English was not that important for life, now and later, but Arabic was. So, at that time, suddenly I felt demotivated to study English. Therefore, I always think that English teachers are annoying.

Arabic is the most glorified language amidst the whole pesantrens, whenever they are. Every single instruction is accommodated by means of Arabic language. In this context, Arabic and Indonesian languages were two most spoken languages in the pesantren. For that reason, they thought English was not that important to learn .

R4: There is a doctrine from non-English teachers saying that English is a ghost language. Also, they said English was a hypocrite language.

In this case, the unclear students' purposes in learning English were not really accommodated by the institution as they were brainwashed to quit learning English.

7. Less Adequate School Facilities

Less adequate school facilities could make the students feel demotivated when learning English. School facilities did not support the students to improve their English skill. They lacked of support in learning English, especially for listening skill

R3: No supportive facilities, very limited.

Lack of supportive facilities provided by Mahika made the students demotivated to learn English. Poorly, no laboratories were built to accommodate the language learning process for the students.

R1: Actually, we have facilities. But, we cannot use it appropriately.
That's why we feel demotivated.

Good facilities in fact could help the students maintain their motivation. In other words, they would feel supported when the facilities were properly provided.

8. Causes of demotivation that hindering the EFL students in learning English in Pesantren Manba'ul Hikam

Referring to the data collected from the interview and focus group discussion sessions, the researcher had obtained several causes of demotivation that hindered the EFL students in learning English in Pesantren Manba'ul Hikam. The interview was conducted on March 3, 2021, and the focus group discussion was on April 2, 2021. The results are shown in the table below:

Table 3. Causes of demotivation that hindered the EFL students in learning English in Pesantren Manba'ul Hikam.

Causes of Demotivation
Teachers' apathy upon students' understanding
Giving harsh criticism to students
Teaching Methods
Course Content

Unsupportive teaching equipment use
 Friend factor
 School Facilities
 Large Class Sizes
 No Library
 No English Sources
 Feeling stressed or frustration
 Grammar-based teaching
 Insufficient explanation on certain issues
 No Desire to Study

In Table 2, there were shown several causes of demotivation that hindering the EFL students in learning English in Pesantren Manba'ul Hikam. Further, the causes of demotivation will be explored as follows.

Those factors rose from the causes of demotivation. In terms of the students' interest, the teacher's apathy upon students' understanding and unsupportive teaching equipment were the reasons why demotivation existed. Furthermore, course content and teaching material supported the reason why the teacher could cause demotivation. More, teaching methods to cause demotivation were supported by the fact that the students lacked of interest, supportive environment, and nice friends. Meanwhile, language experiences, lecturing way of teaching, and task giving supported the school or class environment as the matters that caused demotivation.

Moreover, frustration or feeling stressed was embodied in the environmental and self-motivation factors that caused demotivation. Besides, the sources and teaching media could demotivate the students when the core activities were only centralized at grammar-based teaching, teaching behaviors, giving insufficient explanation on certain points, and giving harsh criticism to students. Next, the supporting facilities could be the problem that rose demotivation, especially when the school record and facilities were in trouble. At last, the students' desire and main focus

with their study at the school could be the factors supporting the students' purposes to demotivate their learning English.

Discussion

Demotivation is one of the crucial phenomena existing amidst the EFL students in the context of pesantren. Most of the students in pesantren manba'ul Hikam were tendentionously demotivated in learning English because of some reasons. In this part, the researcher will discuss the causes of demotivation and the factors that supported it.

The researcher had found that there were several causes of demotivation that hindered the EFL students in learning English in Pesantren Manba'ul Hikam, namely students low interest, unvaried teaching methods, unsupportive school or class environments, frustration or feeling stressed, uninteresting sources and teaching media, inadequate facilities, incompetent teacher, and unclear students' purposes. There were eight factors that caused students' demotivation in attending bilingual class, such as lack of language ability, language experiences, factors of lecturers, task factor, lack of interest, environmental factor, friend factor and facilities (Muflihah, 2019).

The upmost demotivation experienced by the students in pesantren manba'ul Hikam was caused by the teachers. Afshari (2019) stated that when a teacher cannot establish a rapport, students might lose their motivation. In this case, experienced teachers would always think about how their caring personality could reduce the demotivation level of the language learners. By and large, teachers were the part of significant factors that caused English learners demotivated.

In this research, students' interest is the other cause of demotivation experienced by the students of pesantren manba'ul Hikam. This is in line with the statement written about exploring factors causing demotivation and motivation in Pakistan that desire denotes learner's level of craving in its proficiency whereas affection shows the feelings expressed by the learners in learning the target language

(Ali & Pathan, 2017). To sum up, English as the target language to study in pesantren context depends on the students' desire. The desire here affected the pesantren students in learning English as the target language to acquire. This finding is also supported by the other cause of demotivation experienced by the students, which was the students' purposes to study English in pesantren. Here, the purposes of the students were basically beyond for the sake of learning English. Mahika students, in fact, assumed that English was not that important to worry about due to their status background as 'santri'. The students learned English because they only wanted to get a score and complete all the tasks given, never expecting more. In other words, they did not really need English in order to be a 'santri'. Therefore, English, there, was learned for formality only.

Next, related to the other causes of demotivation, teaching methods, sources and teaching media, and facilities, some of which could support teacher in succeeding the English instructions. Various teaching methods became a core aspect to help Mahika students understand English well. As stated by Al Khairy (2013) in the research carried out, the factors perceived as demotivating included teaching methods and insufficient use of modern teaching aids (Ali & Pathan, 2017). This is also in line with the finding shown in this research, mainly related to the sources and teaching media in pesantren Manba'ul Hikam that did not support the students to learn English effectively. In short, there were not any good facilities provided to support the students in pesantren Mahika to learn English as one of the target languages.

The next cause of demotivation experienced by the students was the class environments. Mahika students felt that the environment in the class could not raise their courage to learn English. Most of the students were still speaking using Bahasa Indonesia and/or Javanese although there was an English teacher standing in front of them using English.

The last cause of demotivation experienced by the students in pesantren manba'ul Hikam was frustration or feeling stressed. They felt stressed quite often when they studied English in- and off-class. As a matter of the fact, it became one of the key causes to demotivation that happened to the Mahika students.

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion derived from the research objectives as stated in Chapter I. Furthermore, this chapter also offers suggestions for the English teacher, pesantren and the next researchers who attempt to conduct similar research.

Conclusions

Based on the result of this research, it can be concluded that causes of demotivation that hindered the EFL students in learning English in Pesantren Manba'ul Hikam included the students interest, teaching method, school or class environments, frustration or feeling stressed, sources and teaching media, facilities, teacher, and students' purposes. Meanwhile, there were also several factors that potentially demotivated the EFL students in learning English in pesantren manba'ul Hikam, which will be put in details followingly.

In terms of the students' interest, the teacher's apathy upon the students' understanding and unsupportive teaching equipment were the reasons why demotivation existed. In addition, the course content and teaching material were two major things that supported the primary reasons why the teacher could cause demotivation amidst the students.

Next, teaching methods applied by the teacher could cause demotivation due to the fact that the students still lacked of interest, supportive environment, and nice friends. Meanwhile, language experiences, old ways of teaching, and task giving procedures were named as the supporting factors leading to demotivation as they belonged to the matters related to the context of school or class environment.

Moreover, frustration or feeling stressed was embodied in the environmental and self-motivation factor that caused demotivation. Besides, the sources and teaching media could also demotivate the students when the core activities were only centralized at grammar-based teaching, teaching behaviors, giving insufficient explanation on certain points, and giving harsh criticism to students as responses.

Next, the supporting facilities could, as well, be the problem that rose demotivation, especially when the school record and facilities were in trouble. At last, the students' desire and main focus with their study at the school could be the factors supporting the students' purposes to get demotivated with their learning English.

In a nutshell, demotivation is one of the crucial phenomena existing amidst the EFL students in the context of pesantren. Most of the students in pesantren manba'ul Hikam were tendentionously demotivated in learning English because of the abovementioned reasons. Likely, other potential reasons other than those all are also possible to remain.

Suggestions

To follow up the current issues, some suggestions are proposed in the help of teachers, especially those who are teaching in pesantren. Also, they are also aimed to students who would like to feel the nuance of learning English in pesantren and the pesantren itself that has strong desire to scale up the quality of its English learning. At last, the suggestions are also be upon the next researchers who are interested in the similar topic.

As this current study was aimed at investigating the causes of demotivation that hindered the EFL students in learning English in Pesantren Manba'ul Hikam and finding out supporting factors that potentially demotivated the EFL students in learning English in Pesantren Manba'ul Hikam. This research, therefore, suggests that the English teachers in the Pesantren be strongly willing to always improve their teaching skills by joining seminars, attending workshops, doing peer teaching, and so forth. By doing so, they are going to get meaningful insights and envisions of how to design and run fun and interactive English instructions for students whose mother language is not English. In addition, they are also going to be skillful and accustomed enough to designing instructional media in support of the Englis teaching so that it can help students have their English learning so fun, not so boring.

Furthermore, for the pesantren, Manba'ul Hikam, they need to put serious attention to the infrastructure that supports the success of the English teaching and learning. So that, they have to get so well-prepared in providing the facilities and the best teachers that can run the English class properly. Providing the best teachers can be done by assigning them to attend series of seminars, inviting model teachers to give lectures or workshops about how to manage and run English class properly, and so on. By doing so, the teachers will feel supported as they receive serious attention as one of elements to actualize the success of English teaching and learning in the pesantren whose major language used is not English.

For the students, as they are there not for the sake of acquiring English as the first target of study, they need to keep following the procedure set by the pesantren as well as the teachers. They need to be aware of that everything good takes time. In addition, to establish a conducive nuance of English learning in the classroom, they need to behave properly when the class is being run. They need to respect their friends whenever they perform in front of class as a part of assessment. Also, they need to be aware, too, that English is as important as Arabic as they hold crucial role in helping people succeed their careers as many researches have shown. Being polyglot is a precious privilege.

For further researchers, it is suggested that they focus on exploring one or two specific factors that are potential to demotivate students in learning English. In addition, they are also possible to shift the context from pesantren to conventional boarding schools (Islamic or non Islamic).

At last, the result of this research can be used and referred to as consideration and guidelines related to the EFL student's demotivation in learning English in pesantren and to provide relevant data in support of future researches that may be conducted by the next researchers who might be so interested in the topic and keen on the English learning. This research, further, is highly expected to obtain the data about the students demotivation in pesantren so as to help the pesantren and its English teachers find the best ways to overcome such problems that exist, especially in Manba'ul Hikam pesantren as it is in line with its upmost goal, recreating an effective

teaching and learning process in preparing and getting the students equipped with high spirit of competition worldwide.



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APPENDICES

Interview Transcript

Appendix 1. Students' Demotivation Factors in Learning English Interview (R1)

Archival #:

Site: Manba'ul Hikam Pesantren

I= Interviewer

Interviewer: Mulyanti S

R= Respondent

Transcriber: Mulyanti S

Translator: Mulyanti S

Typist: Mulyanti S

Date: March 3, 2021

Start: 1:00 pm End: 2:00 pm

I: Do you consent freely to participate in this tape-recorded interview?

R: Yes, I consent freely.

(Question 1)

I: When did you study in Manba'ul Hikam?

R: From Tsanawiyah (Junior High School)

(Question 2)

I: Do you like/dislike English?

R: I like the language but not the lesson

(Question 3)

I: Why do you like/dislike English?

R: I only like the language itself, not the classroom English lesson

(Question 4)

I: How do you feel when studying English in the class? Do you feel happy or bored? Why?

R: I feel bored

(Question 5)

I: Do you think English is a difficult material to understand? Why?

R: Yes, I do. Because there are too many patterns in English. I mean I have to study grammar. It is difficult to understand.

(Question 6)

I: Which part of English lesson that you like to study?

R: Speaking. I do like speaking class.

(Question 7)

I: What skills do you like to improve? Listening, reading, speaking or writing?

R: Speaking.

(Question 8)

I: Do you have English dictionary?

R: Sure, I have English dictionary.

(Question 9)

I: What do you think about the English lesson here?

R: It is almost good.

(Question 10)

I: Do you think English is important to study? Why we need to study English?

R: Yes, English is important to study. It is fun when students can switch their Bahasa into English.

(Question 11)

I: What do you think about the English book here? Is it support you to understand English well?

R: I am so sorry. I never open the English book, because I do not like the lesson. Sometimes, I open the English book just because my teacher told me to open it.

(Question 12)

I: How about the class environment in English class? Is it fun for you to study or do you feel bored? What you feel?

R: It is just so so.

(Question 13)

I: What do you think about the English teacher here? Do you like them?

R: I like the teacher. But, I do not like the way they teach us using patterns as always. Today is simple present, tomorrow will be simple future, yesterday was simple past. Every day with grammar lesson without any improvement.

(Question 14)

I: What is your opinion about the English teaching method used by the teacher? Is it make you understand English well?

R: Exactly no, I totally do not like the way they teach us. It is monotone, stagnant only in one method without new teaching style.

(Question 15)

I: What is the media used by the English teacher?

R: White board and board marker. Sometimes, teacher gave us conversation class.

(Question 16)

I: What do you think about the school facilities that can be support you to study English?

R: Actually, this school does not support the facilities. Probably, we may have one day one English or something that make us better to study English.

(Question 17)

I: When do you feel demotivated in studying English?

R: From my third grade of junior high school until now, and it is just because of the teacher. They like to give us assignments rather than explaining more.

(Question 18)

I: Why do you feel demotivated when studying English?

R: I feel stressed probably in English class.

(Question 19)

I: What do you expect from English class?

R: Please for the teaching method, do not always use book and book everywhere.

(Question 20)

I: What do you expect from the English teacher?

R: Please again do not use English book always. Give us more than just a book. A lively English classroom. So that we can have a good worldview of English.

Appendix 2. Students' Demotivation Factors in Learning English Interview (R2)

Archival #:

Site: Manba'ul Hikam Pesantren

I= Interviewer

Interviewer: Mulyanti S

R= Respondent

Transcriber: Mulyanti S

Translator: Mulyanti S

Typist: Mulyanti S

Date: March 4, 2021

Start: 1:00 pm End: 2:00 pm

I: Do you consent freely to participate in this tape-recorded interview?

R: Yes, I consent freely.

(Question 1)

I: When did you study in Manba'ul Hikam?

R: From Tsanawiyah

(Question 2)

I: Do you like/dislike English?

R: I dislike English

(Question 3)

I: Why do you like/dislike English?

R: I just do not want to study, the teacher does not support me, and lack of confidence.

(Question 4)

I: How do you feel when studying English in the class? Do you feel happy or bored? Why?

R: I feel bored.

(Question 5)

I: Do you think English is a difficult material to understand? Why?

R: Yes, it is difficult because I do not understand it.

(Question 6)

I: Which part of English lesson that you like to study?

R: Speaking

(Question 7)

I: What skills do you like to improve? Listening, reading, speaking or writing?

R: Speaking

(Question 8)

I: Do you have English dictionary?

R: Yes, I have it. But it is lost.

(Question 9)

I: What do you think about the English lesson here?

R: Just so so, stagnant or monotone, there is no improvement for the teaching method and materials.

(Question 10)

I: Do you think English is important to study? Why we need to study English?

R: Yes, it is important.

(Question 11)

I: What do you think about the English book here? Is it support you to understand English well?

R: Anyway, I never touch it.

(Question 12)

I: How about the class environment in English class? Is it fun for you to study or do you feel bored? What you feel?

R: Just so so, I just feel bored. The environment do not support me to study English well.

(Question 13)

I: What do you think about the English teacher here? Do you like them?

R: First, the teacher does not have a good teaching method especially when they are explaining the English material in the class. Second, the teacher makes us feeling down to study and friends do not support it.

(Question 14)

I: What is your opinion about the English teaching method used by the teacher? Is it make you understand English well?

R: No. I totally do not understand well. Especially the language used by the teacher is mostly English.

(Question 15)

I: What is the media used by the English teacher?

R: Only explaining using white board and board marker.

(Question 16)

I: What do you think about the school facilities that can be support you to study English?

R: Last time we did not have any English facilities or language facilities, but right now, we have library with English references.

(Question 17)

I: When do you feel demotivated in studying English?

R: For the first time entering here.

(Question 18)

I: Why do you feel demotivated when studying English?

R: I see my friend understand it, but me? I can't understand it.

(Question 19)

I: What do you expect from English class?

R: It can motivate the other students. It also gives the students an overview about English. And please don't be monotone or stagnant.

(Question 20)

I: What do you expect from the English teacher?

R: Please be patient, most of the students here actually do not like English itself.

Appendix 3. Students' Demotivation Factors in Learning English Interview (R3)

Archival #:

Site: Manba'ul Hikam Pesantren

I= Interviewer

Interviewer: Mulyanti S

R= Respondent

Transcriber: Mulyanti S

Translator: Mulyanti S

Typist: Mulyanti S

Date: March 3, 2021

Start: 1:00 pm End: 2:00 pm

I: Do you consent freely to participate in this tape-recorded interview?

R: Yes, I consent freely.

(Question 1)

I: When did you study in Manba'ul Hikam?

R: From Tsanawiyah

(Question 2)

I: Do you like/dislike English?

R: I dislike English.

(Question 3)

I: Why do you like/dislike English?

R: At that time when I was in elementary, I like it. But right now, I do not like it.

(Question 4)

I: How do you feel when studying English in the class? Do you feel happy or bored? Why?

R: I will see the teacher and materials, both of them should support each other.

(Question 5)

I: Do you think English is a difficult material to understand? Why?

R: Yes, I do.

(Question 6)

I: Which part of English lesson that you like to study?

R: I do not know.

(Question 7)

I: What skills do you like to improve? Listening, reading, speaking or writing?

R: Reading probably. So, I will know the meaning.

(Question 8)

I: Do you have English dictionary?

R: When I was in junior high school I have it, but right now I do not have it.

(Question 9)

I: What do you think about the English lesson here?

R: Too formal.

(Question 10)

I: Do you think English is important to study? Why we need to study English?

R: Yes, English is important.

(Question 11)

I: What do you think about the English book here? Is it support you to understand English well?

R: Actually, I never read English book. And I do not want to read it.

(Question 12)

I: How about the class environment in English class? Is it fun for you to study or do you feel bored? What you feel?

R: When I was at the first Junior high school, I think the class was too formal. While at Senior high school the class almost lively interactive.

(Question 13)

I: What do you think about the English teacher here? Do you like them?

R: So far so good.

(Question 14)

I: What is your opinion about the English teaching method used by the teacher? Is it make you understand English well?

R: If it is related to the teaching method, I think the teaching method is not really good.

(Question 15)

I: What is the media used by the English teacher?

R: White board, board marker and handbook. The media is not really interesting.

(Question 16)

I: What do you think about the school facilities that can be support you to study English?

R: English laboratory or English private classroom.

(Question 17)

I: When do you feel demotivated in studying English?

R: When I was in Junior high school.

(Question 18)

I: Why do you feel demotivated when studying English?

R: The explanation of the English material is not really clear enough to understand.

(Question 19)

I: What do you expect from English class?

R: At least, it can help student to understand English and can motivate students to learn English.

(Question 20)

I: What do you expect from the English teacher?

R: Please, do not be too formal.

Appendix 4. Students' Demotivation Factors in Learning English Interview (R4)

Archival #:

Site: Manba'ul Hikam Pesantren

I= Interviewer

Interviewer: Mulyanti S

R= Respondent

Transcriber: Mulyanti S

Translator: Mulyanti S

Typist: Mulyanti S

Date: March 3, 2021

Start: 1:00 pm End: 2:00 pm

I: Do you consent freely to participate in this tape-recorded interview?

R: Yes, I consent freely.

(Question 1)

I: When did you study in Manba'ul Hikam?

R: From Junior High School.

(Question 2)

I: Do you like/dislike English?

R: I dislike English.

(Question 3)

I: Why do you like/dislike English?

R: It is not really interested and the pronunciation is a bit hard to say.

(Question 4)

I: How do you feel when studying English in the class? Do you feel happy or bored? Why?

R: I am happy. Especially when seeing the teacher.

(Question 5)

I: Do you think English is a difficult material to understand? Why?

R: Actually, English is not really difficult to understand as long as we want to be serious to study.

(Question 6)

I: Which part of English lesson that you like to study?

R: Listening part.

(Question 7)

I: What skills do you like to improve? Listening, reading, speaking or writing?

R: Speaking.

(Question 8)

I: Do you have English dictionary?

R: Yes, I have.

(Question 9)

I: What do you think about the English lesson here?

R: Good. The learning process is good also the media used is good.

(Question 10)

I: Do you think English is important to study? Why we need to study English?

R: Sure, it is important.

(Question 11)

I: What do you think about the English book here? Is it support you to understand English well?

R: Sure. It helps me to understand English well.

(Question 12)

I: How about the class environment in English class? Is it fun for you to study or do you feel bored? What you feel?

R: It is fun.

(Question 13)

I: What do you think about the English teacher here? Do you like them?

R: Good teacher.

(Question 14)

I: What is your opinion about the English teaching method used by the teacher? Is it make you understand English well?

R: When I was in Junior high school the teaching method used by teacher was not interested. But right now in senior high school, I do like it.

(Question 15)

I: What is the media used by the English teacher?

R: Varieties.

(Question 16)

I: What do you think about the school facilities that can be support you to study English?

R: 50:50

(Question 17)

I: When do you feel demotivated in studying English?

R: In junior high school (MTs). Because my purpose, I want to study Islamic values.

(Question 18)

I: Why do you feel demotivated when studying English?

R: My purpose is to study religion. So, from the first, I feel demotivated.

(Question 19)

I: What do you expect from English class?

R: Give us good facilities, books, sources, English Day.

(Question 20)

I: What do you expect from the English teacher?

R: Please make us become a good student.

Focus Group Transcripts

Site: Manba'ul Hikam Pesantren

Moderator: Mulyanti S.

Number of Participants: 8

Note-taker: Mulyanti S.

Date: March, 3 2021

Transcriber: Mulyanti S

Start: 11:00 pm

End: 11:45 pm

(Question 1) What do you think about studying English here?

(Answer)

R5: I think that the English learning process in Mahika is monotone especially for the teaching methods. I learn only using one source from LKS, also using white board.

R3: When the teacher was explaining about the lesson, she only used one media and speak using English only without translating. Most of the students were not understand well. So, it made them confuse and feeling unhappy with English.

R4: Because the students did not understand about what the teacher said, they thought that English is just formality.

R3: When we were in MTs, the teacher guided us to study English step by step. On the other hand, when we in MA, the teacher let us to study English by ourselves.

(Question 2) What do you think about the English teacher? Do you like the way they teach you?

(Answer)

R6: Just so so.

R2: 50:50. I like the way they teach us when his/her explanation is clear enough. And I dislike when she/he mostly using English to explain the lesson. It makes us do not understand and make us feel lazy then.

(Question 3) What do you think about the facilities in the class when studying English?

(Answer)

R3: No facilities, very limited.

R1: Actually, we have facilities. But, we cannot use it appropriately. Less spirit from us.

(Question 4) What about the class environment when you studying English? Is it warming up you to study English well?

(Answer)

R4: Lack of interaction skills. So, we feel shy and do not have any improvements. We afraid that our friends or environment will mocking us. (Conforming)

R1: Somehow, the teacher cares for students who have high proficiency and a little bit care with students who have low proficiency. So that, we feel demotivated to continue study English.

(Question 5) What about the teaching method given by the teacher?

(Answer)

R7: The teacher only gives us materials or topic of these day and end up with assignments.

All: We have the same ways such us textbook and assignments. Nothing having fun with English.

R1: We only study English just for fulfill school standard or just formality to complete the assignments. If there is no English, of course we won't study English. In short, studying English here in Pesantren Mahika is just formality.

(Question 8) What can you expect from English class?

(Answer)

R1: Students who have the same path in the same ways. And students who have full of spirit to motivate their friends.

(Question 9) What can you expect from English teacher?

(Answer)

R1: Different era is different pathways. Teacher approaches students to motivate and support studying English.

(Question 10) Why do you feel demotivated when studying English?

(Answer)

R4: Because we do not love English.

R1: If we love or like English, of course we will study it.

R5: What English for? What is our purpose to study English?

(Question 11) When do you feel demotivated in studying English?

(Answer)

R1: Because Mahika is traditional Pesantren. Some informal teachers or non-English teachers said that what for you study English. English is not important for today or tomorrow. The most important one is Arabic. So, at that time, suddenly I feel demotivated to study English. Furthermore, the teacher is disappointing.

R4: There is doctrine from informal teacher that English is ghost language. Also, English is hypocrite language.

Note-Taker Form with Field Notes

Focus Group Note-Take Form

Site: Manba'ul Hikam Pesantren

Date: March 3, 2021

Focus Group Category:

Start time: 11:00 pm

Moderator: Mulyanti S.

End time: 11:45 pm

Note-taker: Mulyanti S.

Seating chart:

Make a seating chart indicating the participants and their number or identifier. Use this chart to identify speakers as you take notes

Moderator
Note-taker

R 5

R 1

R 6

R 2

R 7

R 3